

AN INVESTIGATION INTO THE STUDY HABITS
OF THE SECOND YEAR STUDENTS
IN THE BASIC TEACHERS TRAINING
INSTITUTE IN RAIPUR
DISTRICT, M.P.

by

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PREFACE

Study, generally is associated with reading, but it is also related to the solution of problems arising in daily life situations. When we face a new situation in our day-today life, we study the situation first and then decide upon a course of action. Success in any form of action thus depends upon study.

Hence study can be interpreted as a planned programme. It is essential to learning and fundamental to school life. Its chief purposes are -

1. to acquire knowledge and habits which will be useful in meeting new situations and in the general enrichment of life.
2. to develop skills.
3. to develop attitude.

Habit is second nature. It is a practice or repetition of things. It may be mechanical or conscious but it does help learning.

So formation of effective study habits must be one of the prime concerns of educational institutions.

But before a planned programme is taken up a survey of the existing study habits in the students must be made.

"Much are the precious hours of youth misspent in climbing, learning's rugged, steep ascent".

CHURCHILL

CHAPTER I

(a) STATEMENT OF THE PROBLEM

"An investigation into the study habits of the second year teacher trainees in the Basic Training Institutions of Raipur District in Madhya Pradesh".

(b) SIGNIFICANCE OF THE PROBLEM

The Basic Training Institutions in Madhya Pradesh admit students of the age group 17+. These students are of two types - (1) Fresh matriculates, (2) In-service teachers who are middle school pass.

The fresh matriculates are young in age and energetic. The inservice teachers are middle aged and complacent.

But both of these groups come from a lower middle income group.

In the institutions where they are admitted physical facilities and other facilities are the same. Hours of work are the same. The teachers who handle their classes are same.

^{then}
 "Why does ~~these~~ one individual learn more quickly and thoroughly than another?"

It is that it may be due to study habits. Hence, survey of the study habits of these trainees was taken up.

The survey may reveal the positive or negative study habits which may help the institutions to organise a planned programme for developing effective study habits in the trainees.

The trained teachers will work in the elementary schools with a clear understanding of the effective ways of study. They will help the small children of the elementary schools to develop effective study habits. This will help them to grow academically.

It will help them in later life to grow academically.

(c) PURPOSE OF THE STUDY

The main purpose of the study is -

- (1) to get a comparative picture of the study habits in the four institutions;
- (2) to enlist accordingly the prevalent effective study habits; and
- (3) to help students to recognise the ineffective study habits.

(d) ASSUMPTIONS AND LIMITATIONS

It is assumed that students have some ineffective study habits. Age factors may also affect the study habits. The study habits of boys and girls differ. The study habits of rural and urban areas differ.

The study has been limited to the training institutions of Raipur District only. This is a geographical limitation. This limitation was made because it can be safely called ^{an} independent unit.

Raipur District was particularly selected because the investigator is serving in that District.

In studying the study habits only second year students have been taken. In the first year students may be following their old study habits and then the first year progress may give them opportunity to modify their study habits in the second year.

In the case of inservice teachers they may also be trying their old school age habits and then modifying them by imitating study behaviours of the fresh candidates studying with them.

In surveying the study habits all the aspects have not been touched. Only those aspects which are prominent

and may affect the study behaviours of the trainees in the Elementary Teacher Training Institutions have been taken.

(e) DEFINITIONS OF IMPORTANT TERMS

Study is confined to reading^{ng}, writing and understanding only.

Habits - Only those activities connected with reading, writing have been taken up.

Basic Training Institutions - It means the teachers training institutions which prepare teachers for elementary school.

Second year student - The course of these Basic training institutions is of two years duration. Every year they have to face Board examination. But certificate is awarded at the end of the second year.

Fresh candidates: Candidates who have no teaching experience. After passing higher secondary examinations candidates apply and are selected for undergoing the same type of training. They are called fresh candidates.

In-service teachers: Teachers who are in service and are sent by the department to undergo training. They are generally VIII standard pass without any knowledge of English.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Lately the importance of effective study habits has been realised. Workers in the field of education have made various provisions for teaching effective study habits in other countries. Now a wave of consciousness is also felt in our country.

In the Ravishanker University of Raipur, which is of recent origin, no work has been done on these lines.

However, following are some of the works which I could come across:-

STUDIES ABROAD

1. Dalmi O Schwbert¹ - The investigator made a study of fifty retarded and 50 unselected college students with respect of study habits. Personality traits and

1. Journal of Research, Feb. 1953; pp. 471-474.

attitudes were also taken into consideration. A questionnaire of 34 items was administered. The means of the two groups showed that retarded students could be differentiated from the unselected ones on the basis of study habits.

2. Gilbert C. Wrenn¹ - An inventory consisting of 28 items was prepared. They were listed under the following heads:-

- (1) Reading and note taking technique.
- (2) Habits of concentration.
- (3) Distribution of time and social relationship in study.
- (4) General habits and attitude towards work.

This inventory is a weighted checklist of specific study habits and attitudes which high scholarship and low-scholarship groups of students possess in different proportions. To secure a measure of validity, three studies were made and the correlation of total scores on the first edition of the inventory with grade point averages varied from .28 to .58.

1. Wrenn, Gilbert C. - Study Habits Inventory, Stanford University Press, California, 1941.

STUDIES IN INDIA

Vedavalli, H.C.¹ - Resorted to the inventory standardised by Krishnan. He administered to 212 college students out of which 130 were boys and 82 were girls. The answers were quantified by allotting 4, 3, 2, 1. Negative statements were quantified in the reverse order. The analysis showed the following conclusions:-

- (1) No student may be classified as very good in his study habits.
- (2) Men students show better study habits than women students.
- (3) No difference is noticed in the study habits of intermediate and degree class students.
- (4) Students coming from rural areas show slightly better study habits than those from urban areas.
- (5) First born students show better study habits than students who were born to their parents subsequently.
- (6) The educational level of the parents has no influence on the study habits of children.

1. Vedavalli, H.C. - Study habits of college students at Tirupalli. Education and Psychology, Vol. III, No.3, Sept. 1956, p. 42-50.

(7) Individual students vary in habits of study.

G.S. Gupta¹ - Investigated into the study habits of university students in B.A. and B.Sc. (1st Year) classes of Agra University. He prepared a questionnaire of 80 items. The response was on 5 points. Always, most often, often, sometimes and never. On the basis of data he made the following major recommendations:-

- (1) Ineffective study habits can be much improved if detected in the beginning.
- (2) Information on 'how to study' should be disseminated.
- (3) Dictation of notes be discouraged and attitudes towards examination need to be changed.
- (4) Proper utilisation of library on the part of the students.
- (5) Students be encouraged to read books other than textbooks.

Atish. Swaran² - a C.I.E. student of M.Ed. conducted a study on study habit of high school boys and girls in

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1. Gupta G.S. - "An investigation into the study of habits of university students in B.A. and B.Sc. (1st Year) classes of the Agra University". C.E.L. Literature Notes, Jan.-March, 1958, Govt. of India
 2. Atish, Swaran, - "The study habits of high school students in Delhi". C.E.L. Literature Notes, Jan.-March, 1958, Government of India.

in Delhi in the age group 13,16. The questionnaire was the tool administered to 450 boys and girls. The responses were asked in three points. Always, sometimes and never. Results were tabulated in terms of percentages. The findings were that majority of the students were unaware of the values of effective study techniques. The lack of concentration of studies was significant. Cramming was a major habit. Reading habits were found to be very poor.

There are two more studies. Mr. Garg has studied secondary school boys and Mr. Jaya Krishna has studied teacher trainees in Ceylon.

CHAPTER III

DESIGN OF THE STUDY

(a) PROCEDURES USED

This is a Descriptive Research, hence survey method was adopted. This method enabled the investigator to gather data from relatively large number of cases at a particular time. The study was not interested in individuals as individuals. Hence a cross sectional data gathering was aimed at.

The questionnaire proved to be the most useful tool in each type of study. In the beginning areas were decided. It was very difficult to come to agreement as to which were the important areas. So on the basis of personal experience few areas were taken. Then a study of the available literature on study habits was made. At the same time the investigator discussed with his colleagues and friends in off hours about these areas. This helped the investigator a great deal in modifying the decided area. After deciding the areas questions were framed. At the first instance on four areas sixty questions were framed, i.e., each area was highlighted with 15 questions.

Each question was framed on a library card. These cards were divided in four parts denoting four areas. Then discussion with the supervisor was held. Each question was examined in detail. The wordings were improved. In this process it was found that some of the questions will be of no use for this research. So such questions were eliminated.

A questionnaire with 46 statements was finalised for pilot study.

The responses were asked under three points. Yes, Often, No.

The information about the student was asked only under the following heads:-

1. Name
2. Age
3. Academic qualification
4. Name of the institution
5. Date

The first item in the general information was placed just to give the respondent a feeling of importance. The date was put just to get a record of things related to time value.

It may help calculating the time taken in framing the questionnaire then in analysing the questionnaire. The date

of administration may just fall in between.

Every precaution was taken to see that only significant points were asked. No such information was asked which could have been obtained from other sources.

The questionnaire was cyclostyled in Hindi on one side of the paper with proper spacing. The size of the letters were also considered. It was duplicated in a very neat way. The questions were put in good psychological order. Annoying or embarrassing questions were avoided, viz., -

"In the assessment, teachers opinion counts much, study has a little share".

Lastly only such questions were put which are easy to tabulate and interpret.

A try out was made on hundred students of T.T.I., Alipur. They were instructed to cross out such questions which appeared to them meaningless. They were given liberty to improve upon the wordings of the questionnaire, as well as to add any item which they thought to be essential in the sequence. They were also free to respond upto any number of items and beyond that to score out the remaining items.

The try out helped the investigator a great deal in improving upon his tool. Four items viz., 13, 37, 40, 43 were

removed. Item 13 and 37 on the ground of impracticability. Item 40 on the ground of vagueness, because it involved so many other factors item 43 comprised of relative value, which needed some norm.

This modified questionnaire with 42 items was printed in Hindi and administered to the second year teacher trainees of the Basic Training Institutions in Raipur District of Madhya Pradesh.

SOURCES OF DATA

The data was gathered from the following:-

Basic Training Institutions of Madhya Pradesh. All these institutions are located within the geographical limits of revenue district Raipur. The names of the Institutions are:-

- (1) Govt. Basic Training Institution Boys, Raipur, M.P.
- (2) Govt. Basic Training Institution Girls, Vivekanand Nagar, Raipur, M.P.
- (3) Govt. Basic Training Institution, Mahasamund, Raipur, M.P.
- (4) Govt. Basic Training Institution, Saraipali, Raipur, M.P.

The questionnaire was administered to the second year students of these institutions. The enrolment of these institutions and the responses received are as follows:-

Table 1

Name of the Institution	N U M B E R		No. of responses.
	On Roll,	Administ- ered.	
1. Govt. Basic Training Institution for Boys, Raipur.	60	51	51
2. Govt. Basic Training Institution for Girls, Vivekanand Nagar, Raipur.	58	45	45
3. Govt. Basic Training Institution, Mahasamund, Raipur.	59	50	50
4. Govt. Basic Training Institution, Saraipali.	62	47	47
Total	239	193	193

METHODS OF GATHERING DATA

The institutions were visited personally. Previously the plan was to mail out these questionnaires, but fortunately

the investigator got a chance to visit these institutions. A tour was organised by the Department of teacher education. An Institutional Research on wastage and stagnation in the Elementary teacher training institution was taken up. The purpose of the tour was to collect data for this Research work from those institutions. The investigator took it as an opportunity and during his visit, the investigator administered his questionnaire also.

The investigator first sought an appointment with the Principal of the Institution, and then fixed up the time and date for administering the test, as and when it was convenient. The investigator also sought the cooperation of the senior teachers. They were very cooperative. Moreover, they did not cause the investigator any inconvenience probably because the investigator travelled a long distance from Delhi to their place. That was an examination seasons. Practical examinations were being organised where the examination was over the attendance was poor so the investigator could get less response from these places.

The investigator personally went in the class with his questionnaire. First the purpose of the study was explained. Then they were assured that their responses would be kept confidential. In case they felt insecure in responding freely they may not put their names at the end. The respondents took 25 to 30 minutes to fill up the questionnaire in each of the institutions.

The investigator personally thanked on the spot the students, the teachers concerned, as well as the principals for their cooperation. Later on, a letter of thanks was drafted and mailed to them from Delhi.

DESCRIPTION OF DATA GATHERING INSTRUMENT

The questionnaire was the instrument. It was prepared for the students of second year boys and girls both.

First the instructions were laid down in brief and clear language. Hindi was the language used. Because the students do not have sufficient knowledge of English. Instruction was not very lengthy. Only four points were given.

The body of the questionnaire starts with a worked out example of response. But it was found that in some cases students were confused, and they could not understand the significance of giving that worked out example. Probably because the way of putting was incorrect. The printer was asked to print a response-check on the response items. He printed it just below it. Some of the students responded in the same manner putting the response check below the items.

Secondly the printer was asked to put the example in a cage so that the idea may be clear to the respondents.

The questionnaire aimed at studying the following areas:-

Table 2

Area covered	No. of question- naire.	Total number
1. Time schedule	1,2,3,4,7	5
2. Plan schedule	10,11,31	3
3. Reading habits	12,13, 14,15, 16,18, 19, 20, 21,27, 28, 35.	12
4. Note taking habits	17, 22, 24, 25, 29.	5
5. Negative attitudes	5, 6, 8, 9, 23, 26, 30, 32, 33, 34, 36 to 42.	17
Total		42

The questionnaire for try out is appended to Appendix I; and the final questionnaire is appended to Appendix II for ready reference.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The questionnaire was administered to 193 students, boys and girls both. The investigator intended to administer the questionnaire to 240 students, the total number on roll. But all the students on roll were not available.

Table 3 shows the exact position of the responses and Pie Chart shows graphic representation of the responses.

Table 3

Sample of the Responses

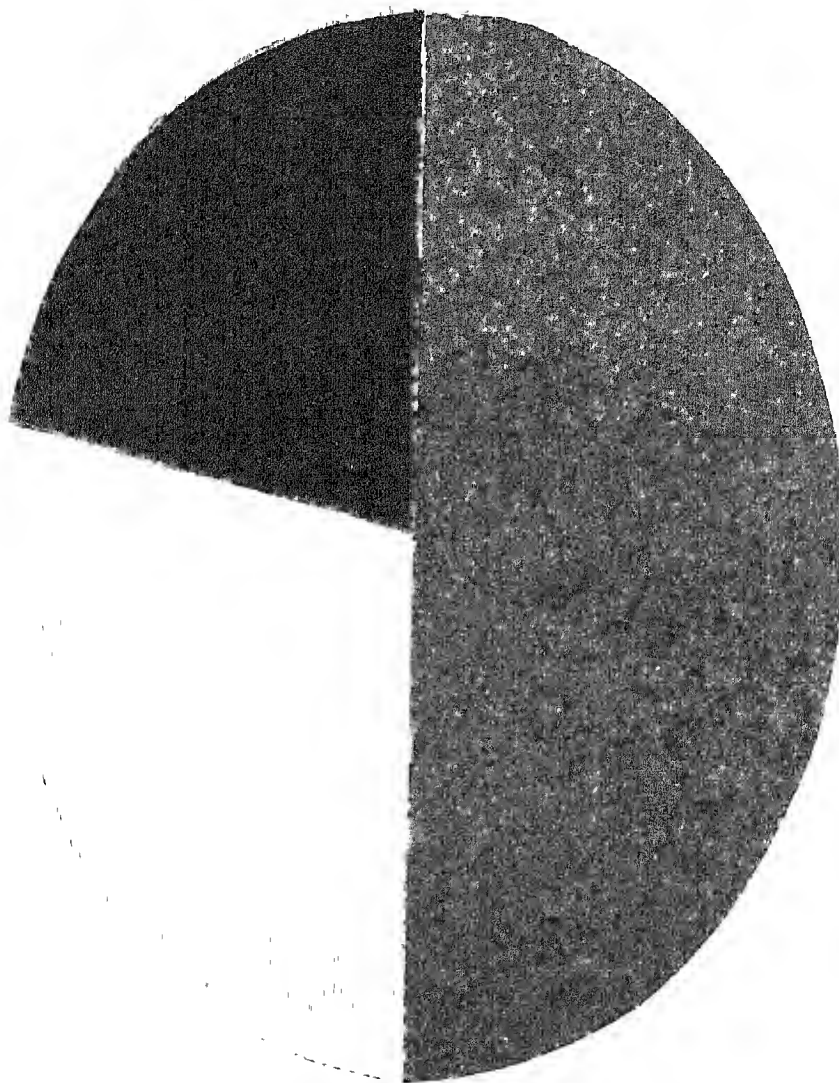
R U R A L				U R B A N			
B O Y S		G I R L S		B O Y S		G I R L S	
Number admini- stered.	Number respon- dent.	Number admini- stered.	Number respon- dent.	Number admini- stered.	Number respon- dent.	Number admini- stered.	Number respon- dent.
50	50	X	X	51	51	45	45
47	47	X	X	X	X	X	X
Total 97	97	X	X	51	51	45	45

Total Boys = 148

Total Girls = 45

Total = 193

FIGURE-1



RURAL BOYS
50.3%

URBAN BOYS
26.5%

URBAN GIRLS
23.2%

PIE CHART: POPULATION OF THE STUDY

The analysis of the data has been attempted in three parts:

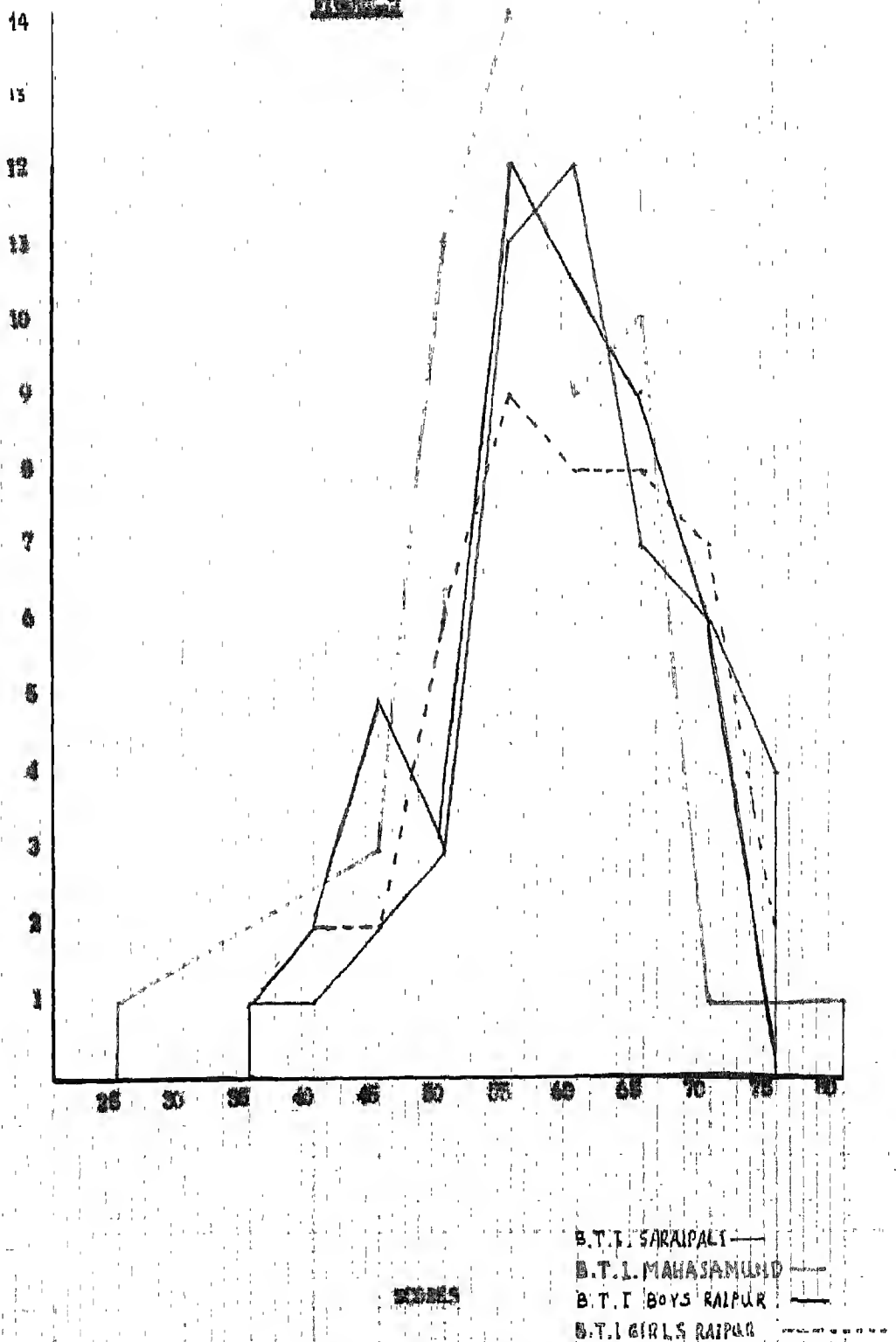
1. In the first part a comparative picture of the study habits of the four institutions has been drawn.
2. In the second part the comprehensive picture of the prevalent effective study habits have been enlisted.
3. In the third part attempt has been made to give a critical picture, to help the students to realise their ineffective study habits.

1. A COMPARATIVE PICTURE OF THE STUDY HABITS OF THE FOUR INSTITUTIONS

Frequency distribution chart as well as the Ogive give a graphic comparative picture of the four institutions. For presenting the comparative picture in the frequency distribution and Ogive a scoring scheme was followed.

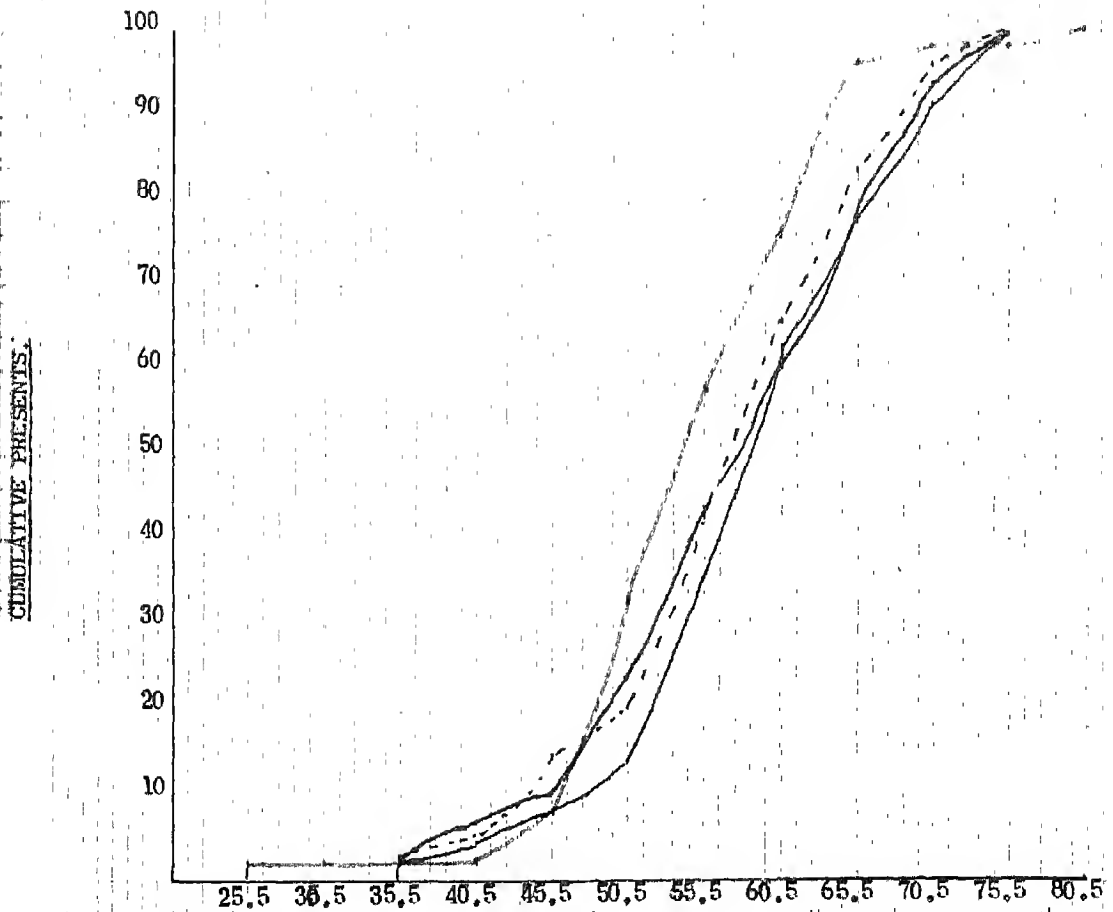
The 42 items in the questionnaire represent 25 positive and 17 negative items. Positive items were marked on these three points scale 2, 1, 0, and

FIGURE 2



Frequency Polygon of the Four Groups.

FIGURE-3



SCORES

Give : Representing scores of four groups.

B.T.I. SARAIKHALI —————
 B.T.I. MAHASAMUND —————
 B.T.I. BOYS RAIPUR - - - - -
 B.T.I. GIRLS RAIPUR —————

Negative items were marked 0, 1, 2. The figure II in the graph shows the frequency distribution of all the four institutions and the Ogive in figure III shows the Comparative Scores.

The comparison indicates that the study habits of the trainees in the different institutions differ, but it is insignificant. The mean, median and standard deviation has been calculated. (The calculation is appended in the appendix III) Here it is presented in the following table:

Table 4

Sl. No.	Name of the Institution	Mean	Median	Standard Deviation
1.	Govt. B.T.I. Saraipali.	58.1	57.8	7.5
2.	Govt. B.T.I. Mahasamund.	54.4	54.1	8.5
3.	Govt. B.T.I. Boys, Raipur.	55.85	56.54	8
4.	Govt. B.T.I. Girls, Raipur.	56.67	57.06	9.5

The standard error of the difference between two uncorrelated means was worked out by applying the formul

$$d = \sqrt{\frac{1^2}{N_1} + \frac{2^2}{N_2}}$$

Critical ratio was worked out by dividing the difference between the sample means by its standard error ($CR = d / d$). The result is given in table 5 and the calculations are in the appendix V.

Table 5

Sl. No.	Name of the group	Difference between the means	Critical ratio
1.	Rural boys vs. rural boys.	± 1.00	$\pm .615$
2.	Rural boys vs. urban boys.	± 1.5	$\pm .9$
3.	Urban boys vs. urban girls.	± 1.5	$\pm .79$

So according to results shown in table 5 there is no reason to believe that these groups actually differ in mean performance of their study habits.

2. COMPREHENSIVE PICTURE

To enlist the prevalent effective study habits:

The scores of all the four groups were frequencied and mean, median and standard deviation was worked out. The divergence from normality has also been measured by applying the Skewness.

$$\begin{aligned}
 SK &= \frac{3 (\text{mean} - \text{median})}{8.55} \\
 &= \frac{3 (56-16 - 56.3)}{8.55} \\
 &= .046
 \end{aligned}$$

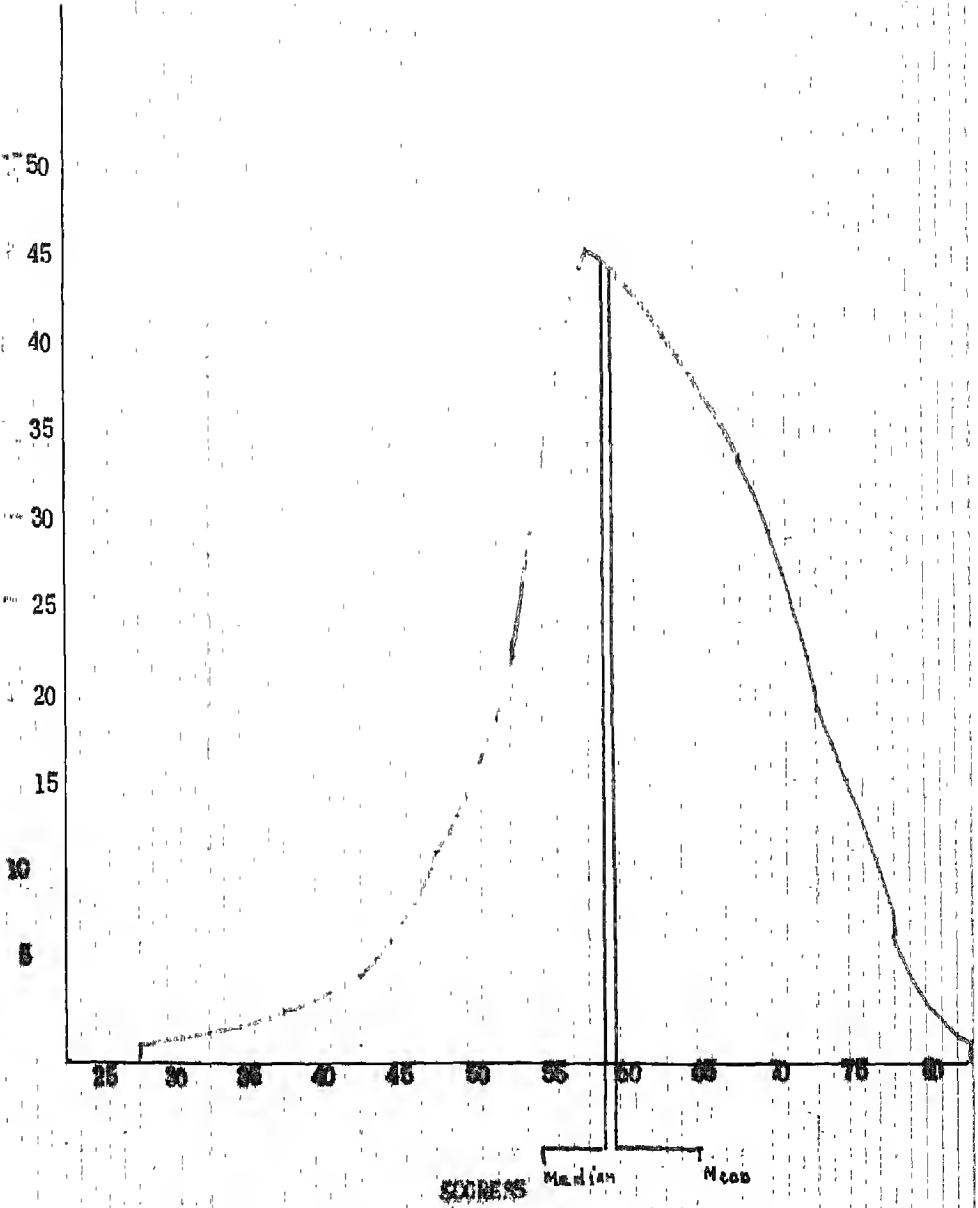
From the frequency polygon of the whole population in figure 4 it is evident that there is positive Skewness to the right. But the Skewness is .046 only.

Hence the items getting responses 50% and more as per Table 6 has been enlisted as the prevalent study habits amongst the groups.

The responses were frequencied and percentage have been worked out. The following table shows the result:-

FIGURE 4

FREQUENCIES



Skewness of the Population,

Table 6

Sl. No.	Item Number	P E R C E N T A G E S		
		Yes	Often	NO
1.	1	48.6	43.3	8.1
2.	2	73.4	21.4	5.2
3.	3	45.7	45.5	8.8
4.	4	69.9	27.4	8.7
5.	7	60.00	35.4	4.6
6.	10	71.6	20.7	7.7
7.	11	73.8	18.6	7.6
8.	12	48.4	47.8	3.8
9.	13	46.7	28.9	24.4
10.	14	73.9	12.8	13.3
11.	15	72.6	18.9	8.5
12.	16	79.2	12.5	8.3
13.	17	84.4	12.7	2.9
14.	18	54.7	27.5	17.8
15.	19	48.5	30.6	20.9
16.	20	54.7	33.8	11.5
17.	21	66.4	21.5	12.1
18.	22	27.3	42.8	29.9
19.	24	46.2	13.4	40.4
20.	25	66.4	14.2	19.6
21.	27	74.8	15.6	9.6
22.	28	6.3	39.5	54.2
23.	29	68.5	24.5	8.0
24.	31	84.3	-	15.7
25.	35	59.4	21.2	19.4

Items worked out in Table 7 are all positive items. These items are being discussed on the basis of the four areas already aimed at.

(a) TIME SCHEDULE

Items 1, 2, 3, 4 and 7 is concerned with this area. Item 2, 4 and 7 show significant responses. It means that students -

- (1) prefer to read at night
- (2) prepare their time table
- (3) keep up their time of study

(b) PLAN SCHEDULE

Items 10, 11 and 31 are related to this area. Students' response is very good in all these three areas -

- (1) Students divide their whole course in the daily study units.
- (2) They achieve their daily targets.
- (3) They pay more attention to the subject in which they are poor.

(c) READING HABITS

Items 12 to 16, 18 to 21, 27, 28, 35 cover this area. Out of these twelve items students' response is

significant in eight items, i.e., 14, 15, 16, 18, 20, 21, 27, and 35. But two important habits -

(1) Recapitulation of the previous unit studied before proceeding further.

(2) Reading in advance the lessons to be taught.

are being found to be neglected.

(d) NOTE TAKING HABITS

Five items have been included in this area, viz., 17, 22, 24, 25, 29. Item 22 has a poor response. It means very few students have independent note taking habits. They all depend on class notes.

3. CRITICAL PICTURE

Identification of ineffective study habits

In the questionnaire 17 items were included to investigate the ineffective study habits. Their responses are being recorded in the following table:-

(See Table 7 on page 26)

Table 7

Sl. No.	Item Number	P E R C E N T A G E S		
		Yes	Often	NO
1.	5	45.2	22.3	32.5
2.	6	80.4	11.2	8.4
3.	8	26.8	26.5	56.7
4.	9	22.3	11.5	66.2
5.	23	18.2	9.3	72.5
6.	26	42.7	17.8	39.5
7.	30	6.3	32.5	61.2
8.	32	67.2	14.5	18.3
9.	33	29.3	27.3	43.4
10.	34	81.2	9.3	9.5
11.	36	29.5	24.3	46.2
12.	37	19.4	37.2	43.4
13.	38	29.8	36.7	33.5
14.	39	42.3	27.5	30.2
15.	40	6.1	21.2	72.7
16.	41	6.9	18.9	74.2
17.	42	13.7	6.5	79.8

Out of these 17 items twelve items are related to attitudes, which directly influence the study habits. The remaining five items speak about the negative study habits. They are item Nos. 5, 6, 23, 26 and 39.

Item 5 reveals that students are ignorant about study time-table. Similarly item 6 is also deluding. 80.4% of the students admit that they make provisions for the leisure and recreation in their study time-table. An independent study of the students' study time-table can be taken up which may prove to be very interesting. With regard to item 26 again students' opinion is wavering. Students are not sure whether class notes are enough or they should be supplemented.

The percentage table 6 indicates that the following negative attitudes are directly affecting the study habits of the students:-

- (1) Students tend to devote more time in the subject of their own interest.
- (2) Students feel that they do not get sufficient time for their home work.

CHAPTER V

SUMMARY AND CONCLUSION

(a) RESTATEMENT OF THE PROBLEM

An investigation into the study habits of the And year teacher trainees of the Basic Training Institutions in Raipur District of Madhya Pradesh.

(b) DESCRIPTION OF PROCEDURE

A questionnaire in Hindi containing 46 items was administered for pilot study in the Teachers Training Institute, Alipur, Delhi Administration. It was tabulated and a final questionnaire containing 42 items was administered personally to the second year student of the Basic Training Institutions of Raipur District. Yes, Often, No were the three points for response.

There are four institutions two rural and two urban. Out of the two urban one is an institution for girls. The total response comes to 148 boys and 45 girls i.e. 193 in all.

The focus of the study was on three points:

(a) To get a comparative picture of the study habits of the 4 institutions.

(b) To enlist the prevalent effective study habits.

(c) To identify the negative study habits.

PRINCIPAL FINDINGS: Comparative picture.

The standard error of the difference between two independent uncorrelated means and their critical ratio was found to be as follows:

TABLE 5

Sample	M_D	CR
Rural vs. Rural boys	+ 1.00	+ .615
Rural vs urban boys	+ 1.5	+ .9
Urban boys vs urban girls	+ 1.5	+ .79

So there is no reason to believe that these groups actually differ in mean performance in their study habits.

COMPREHENSIVE PICTURE

The mean of the whole population is 56.16, median

56.3 and standard deviation is 8.55.

The following study habits of the whole population have been enlisted as per findings:

(a) Time Schedule

- i. Hours of night are preferred for studies.
- ii. Understand the importance of budgeting time.
- iii. Punctuality in study time is observed.

(b) Plan Schedule

- i. Divide the course in proper units for daily study.
- ii. Complete their daily units of study.
- iii. Pay more attention to the subject in which they are weak.

(c) Reading Habits

- i. Consult reference books suggested by teachers.
- ii. Remove their difficulties with the help of the teachers.
- iii. Try to understand the difficult portions by repeated reading.
- iv. Jot down the main points of the books read.
- v. Apply the new knowledge, information or words.
- vi. Books and class notes both are studied for supplementing each other.
- vii. Home work correction by the teacher is utilised for further improvement.

viii. Class notes are utilised.

(d) Note taking habits

- i. Notes of different subjects are maintained separately.
- ii. Main points of class lecture are noted.
- iii. Incomplete class notes are supplemented by reference book readings.

III. NEGATIVE STUDY HABITS: Critical Picture

1. MAKE PROVISIONS FOR RECREATION AND LEISURE IN BETWEEN STUDY HOURS

Students in the Basic Training Institutions have a very busy time from 5 a.m. till 10 p.m. They get maximum two to three hours, in the morning as well as in the evening each, for their individual study. Institution frames a routine in which provisions for leisure and recreations are made. So making of provisions by the students for recreation and leisure from their limited study hours is a negative study habit.

ii. DEPENDENCY ON CLASS NOTES

Students should not wholly depend on class notes. They should enrich it by personal reference readings.

iii. SPEND MORE TIME FOR THE SUBJECT OF INTEREST

This is a general trend that students devote more

time for the subject of their interest. They should guard themselves against this habit. They learn the subject of their interest easily so the rest of the time should be utilised for other subjects in which they are weak.

RECOMMENDATIONS FOR FURTHER STUDIES

1. 'Study time table' of the students can be taken up for further research, because on the name of 'study time table' probably the students prepare their days routine. This will reveal whether they have a clear concept of 'study time table'.
2. Students find hours of night more suited for study. Factors responsible for this trend can be investigated.

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(शिक्षक प्रशिक्षार्थियों के स्वाध्याय की आदतों का सर्वेक्षण)

निर्देश

१. दिए गए वाक्यों को पढ़िए तथा सामने दी गई प्रतिक्रियाओं में किन्हीं एक के ऊपर टिक (✓) लगाइए ।
२. इसमें सही या गलत होने की आशंका नहीं करनी चाहिए, जितने सही ढंग से आप अपनी स्वाध्याय की आदतों को बताएँ उतना ही आपका उत्तर उत्तम होगा ।
३. अपनी पढ़ने की आदतों को ध्यान में रखकर यह कार्य करना है ।
४. एक वाक्य का दूसरे वाक्य से कोई संबंध नहीं है ।

उदाहरण:-

मैं प्रतिदिन प्रातःकाल पढ़ता हूँ ।

हाँ	कभी-कभी	नहीं
✓		

हैं कभी-कभी नहीं

१. मैं प्रतिदिन प्रातःकाल स्वाध्याय करता हूँ ।
२. मैं प्रतिदिन रात्रि में पढ़ता हूँ ।
३. मैं प्रतिदिन दोनों समय पढ़ता हूँ ।
४. अध्ययन के लिए वर्षारंभ से ही समय विभाग चक्र बना लेता हूँ ।
५. अध्ययन के समय विभाग चक्र में मेरी पूरी दिनचर्या का उल्लेख रहता है ।
६. अध्ययन के समय विभाग चक्र में मैं मनोरंजन और विश्राम को भी स्थान देता हूँ ।
७. मैं प्रतिदिन निश्चित समय में अध्ययन के लिए बैठ जाता हूँ ।

हां कभी-कभी नहीं

८. अध्ययन के लिए मुझे समय नहीं मिलता है ।
९. अध्ययन के लिए मुझे उपयुक्त स्थान नहीं मिलता है ।
१०. दैनिक स्वाध्याय में किस विषय में प्रतिदिन कितना पढ़ना है यह मैं पहिले से निश्चित कर लेता हूं ।
११. दैनिक अध्ययन के लिए बनाए गए विषय के ऋतुबारे के अनुसार मैं अध्ययन कर लेता हूं ।
१२. प्रतिदिन अध्ययन प्रारंभ करने के पूर्व पिछले दिन पढ़े हुए पाठों को दुहरा लेता हूं ।
१३. परीक्षा में अच्छे नम्बर से पास होने के लिए मैं प्रयत्नशील रहता हूं ।
१४. कक्षा में पढ़ाए जाने वाले पाठों को मैं पहिले से पढ़ लेता हूं ।
१५. शिक्षक द्वारा निर्देशित पुस्तकें भी पढ़ता हूं ।
१६. कक्षा में पढ़ाए गए विषय समझ में न आने पर कक्षा में शिक्षक से उसका निराकरण कर लेता हूं ।
१७. घर पर जो पाठ्यांश समझ में नहीं आता उसे बार बार पढ़कर समझने की कोशिश करता हूं ।
१८. अलग अलग विषय के नोट्स मैं अलग अलग कापियों में रखता हूं ।

- १९, किसी भी पुस्तक का अध्ययन करते समय मैं उसकी मुख्य मुख्य बातों को लिख लेता हूँ ।
- २०, मैं नए शब्द, विचारों या मुहावरों को अलग से लिख लेता हूँ ।
- २१, प्रसंग आने पर मैं नए शब्द विचारों या मुहावरों का उपयोग करता हूँ ।
- २२, कक्षा में लिखे गए नोट्स का मैं घर पर अध्ययन करता हूँ ।
- २३, कक्षा के नोट्स पर निर्भर न रहकर मैं अपने नोट्स स्वयं तैयार करता हूँ ।
- २४, 'घर पर पुस्तकों की सहायता से अच्छे नोट्स तैयार कर लेंगे' ऐसा सोचकर मैं कक्षा में नोट्स नहीं लिखता हूँ ।
- २५, कक्षा में शिक्षक के व्याख्यान को मैं अक्षरशः लिख लेता हूँ ।
- २६, कक्षा में शिक्षक के व्याख्यान को प्रमुख बातों को ही मैं लिखता हूँ ।
- २७, स्वाध्याय के समय मैं सिर्फ कक्षा नोट्स का ही उपयोग करता हूँ ।
- २८, स्वाध्याय में मैं कक्षा नोट्स व पुस्तकों दोनों को सहायता लेता हूँ ।

४६. इस उम्र में अब पढ़ाई नहीं होती ।

तारीख

(द्वितीय वर्ष के शिक्षक छात्र/छात्राओं के स्वाध्याय की आदतों का सर्वेक्षण)

-: निर्देश :-



१. दिए गए वाक्यों को पढ़िये तथा सामने दी गई प्रतिक्रियाओं में किन्हीं एक के ऊपर टिक (✓) लगाइए ।
२. इसमें सही या गलत होने की आशंका नहीं करनी चाहिए, जितने सही ढंग से आप अपनी स्वाध्याय की आदतों को बताएंगे उतना ही आपका उत्तर उत्तम होगा ।
३. अपनी पढ़ने की आदतों को ध्यान में रखकर यह कार्य करना है ।
४. एक वाक्य का दूसरे वाक्य से कोई संबंध नहीं है ।

उदाहरण :-

मैं प्रातःकाल पढ़ता / पढ़ती हूँ ।

हां, कभी - कभी, नहीं

✓

१. मैं प्रातःकाल स्वाध्याय करता / करती हूँ ।

हां, कभी - कभी, नहीं

२. मैं रात्रि में पढ़ता / पढ़ती हूँ ।

हां, कभी - कभी, नहीं

३. मैं दोनों समय पढ़ता / पढ़ती हूँ ।

हां, कभी - कभी, नहीं

४. मैं अध्ययन के लिए समय विभाग चक्र बना लेता / लेती हूँ ।

हां, कभी - कभी, नहीं

५. मेरे अध्ययन के समय विभाग चक्र में पूरी दिनचर्या का उल्लेख रहता है । हाँ, कभी - कभी, नहीं
६. मैं अध्ययन के समय विभाग चक्र में मनोरंजन और विश्राम को भी स्थान देता / देती हूँ । हाँ, कभी - कभी, नहीं
७. मैं निश्चित समय में अध्ययन के लिए बैठ जाता / जाती हूँ । हाँ, कभी - कभी, नहीं
८. मुझे अध्ययन के लिए समय नहीं मिलता है । हाँ, कभी - कभी, नहीं
९. मुझे अध्ययन के लिए उपयुक्त स्थान नहीं मिलता है । हाँ, कभी - कभी, नहीं
१०. मैं पहिले से यह निश्चित कर लेता / लेती हूँ कि दैनिक स्वाध्याय में किस विषय में कितना पढ़ना है । हाँ, कभी - कभी, नहीं
११. मैं दैनिक अध्ययन के लिए बनाए गए विषय के बटवारे के अनुसार अध्ययन कर लेता / लेती हूँ । हाँ, कभी - कभी, नहीं
१२. मैं अध्ययन प्रारंभ करने के पूर्व पिछली बार पढ़े हुए पाठों को दुहरा लेता / लेती हूँ । हाँ, कभी - कभी, नहीं
१३. मैं कक्षा में पढ़ाए जाने वाले पाठों को पहिले से पढ़ लेता / लेती हूँ । हाँ, कभी - कभी, नहीं
१४. मैं शिक्षक द्वारा निर्देशित पुस्तकें भी पढ़ता / पढ़ती हूँ । हाँ, कभी - कभी, नहीं
१५. मैं कक्षा में पढ़ाए गए विषय समझ में न आने पर कक्षा में शिक्षक से उसका निराकरण कर लेता / लेती हूँ । हाँ, कभी - कभी, नहीं

१६. मैं घर पर जो पाठ्यांश समझ में नहीं आता उसे बार बार पढ़कर समझने की कोशिश करता / करती हूँ। हाँ, कभी - कभी, नहीं
१७. अलग अलग विषय के नोट्स अलग अलग कापियों में रखता / रखती हूँ। हाँ, कभी - कभी, नहीं
१८. मैं किसी भी पुस्तक का अध्ययन करने समय उसकी मुख्य मुख्य बातों को लिख लेता / लेती हूँ। हाँ, कभी - कभी, नहीं
१९. मैं नए शब्द, विचारों या मुहावरों को अलग से लिख लेता / लेती हूँ। हाँ, कभी - कभी, नहीं
२०. मैं प्रसंग आने पर नए शब्द विचारों या मुहावरों का उपयोग करता / करती हूँ। हाँ, कभी - कभी, नहीं
२१. मैं कक्षा में लिखे गए नोट्स का घर पर अध्ययन करता / करती हूँ। हाँ, कभी - कभी, नहीं
२२. मैं कक्षा के नोट्स पर निर्भर न रहकर अपने नोट्स स्वयं तैयार करता / करती हूँ। हाँ, कभी - कभी, नहीं
२३. घर पर पुस्तकों की सहायता से अच्छे नोट्स तैयार कर लेंगे ऐसा सोचकर मैं कक्षा में नोट्स नहीं लिखता / लिखती हूँ। हाँ, कभी - कभी, नहीं
२४. मैं कक्षा में शिक्षक के व्याख्यान को अक्षरशः लिख लेता / लेती हूँ। हाँ, कभी - कभी, नहीं
२५. मैं कक्षा में शिक्षक के व्याख्यान की प्रमुख बातों को ही लिखता / लिखती हूँ। हाँ, कभी - कभी, नहीं
२६. मैं स्वाध्याय के समय सिर्फ कक्षा नोट्स का ही उपयोग करता / करती हूँ। हाँ, कभी - कभी, नहीं

२७. मैं स्वाध्याय में कक्षा नोट्स व पुस्तकों दोनों की सहायता लेता / लेती हूँ । हाँ, कभी - कभी, नहीं
२८. मैं स्वाध्याय में सिर्फ पुस्तकों की सहायता लेता / लेती हूँ । हाँ, कभी - कभी, नहीं
२९. मुझे घर पर कक्षा के नोट्स पढ़ने पर अधूरे मालूम पड़ते हैं तो उन्हें पुस्तकों की सहायता से पूरा कर लेता / लेती हूँ । हाँ, कभी - कभी, नहीं
३०. मुझे कक्षा में जो पढ़ाया जाता है वह उस समय समझ में आ जाता है लेकिन बाद में भूल जाता / जाती हूँ । हाँ, कभी - कभी, नहीं
३१. मैं जिस विषय में कमजोर हूँ उसमें अधिक ध्यान देता / देती हूँ । हाँ, कभी - कभी, नहीं
३२. मेरी जिस विषय में मेरी रुचि है उसके अध्ययन में मैं अधिक समय देता / देती हूँ । हाँ, कभी - कभी, नहीं
३३. मुझे गृह कार्य अधिक और उसके करने के लिए अवकाश कम मिलता है । हाँ, कभी - कभी, नहीं
३४. मैं अधिक समय मिलने पर गृह कार्य और भी अच्छा कर सकता / सकती हूँ । हाँ, कभी - कभी, नहीं
३५. मैं गृह कार्य में शिक्षक द्वारा बताई गई त्रुटियों का फिर से संशोधन करता / करती हूँ । हाँ, कभी - कभी, नहीं
३६. मैं घर की परिस्थितियों के कारण अध्ययन में ध्यान नहीं लगा पाता / पाती हूँ । हाँ, कभी - कभी, नहीं
३७. मुझे साथियों के कारण अध्ययन के लिए पर्याप्त समय नहीं मिलता है । हाँ, कभी - कभी, नहीं

३८. मुझे संस्था की विभिन्न क्रिया कलाओं के कारण पढ़ने के लिए पर्याप्त समय नहीं मिलता है । हाँ, कभी - कभी, नहीं
३९. मैं अध्ययन प्रारंभ करने के पूर्व या बीच में कहानी या अन्य मनोरंजक लेख पढ़ता / पढ़ती हूँ । हाँ, कभी - कभी, नहीं
४०. मेरी पुस्तक खुली रहती है और मैं कुछ दूसरा ही सोचता रहता / सोचती रहती हूँ । हाँ, कभी - कभी, नहीं
४१. मैं एक दो पैराग्राफ (अनुच्छेद) या पृष्ठ पढ़ जाता हूँ लेकिन मेरा ध्यान कहीं और रहता है । हाँ, कभी - कभी, नहीं
४२. मुझसे अब इस उम्र में पढ़ाई नहीं होती है । हाँ, कभी - कभी, नहीं

पूरा नाम

उम्र

शैक्षणिक योग्यता

प्रशिक्षण संस्था का नाम

तारीख

Appendix-III

CALCULATION OF MEAN, MEDIAN AND STANDARD DEVIATION

(1) Govt. Basic Training Institution, Saraswati.

Scores	f	x	fx	fx ²
81 ——— 85	0	5	0	0
76 ——— 80	0	4	0	0
71 ——— 75	4	3	12	36
66 ——— 70	6	2	12	24
61 ——— 65	7	1	7	7
56 ——— 60	12	0	0	0
51 ——— 55	11	-1	-11	11
46 ——— 50	3	-2	-6	12
41 ——— 45	2	-3	-6	18
36 ——— 40	1	-4	-4	16
31 ——— 35	1	-5	-5	25
26 ——— 30	0	-6	0	0
21 ——— 25	0	-6	0	0
	<u>N = 47</u>		<u>-1</u>	<u>149</u>

$$\begin{aligned}
 \text{Mean} &= 58 + \frac{-1 \times 5}{47} \\
 &= 58 - \frac{5}{47} \\
 &= 58 - .10 \\
 &= 57.90
 \end{aligned}$$

(CONTD.)

$$\text{Median} = 55.5 + \frac{29.5 - 18}{12} \times 5$$

$$= 55.5 + \frac{5.5 \times 5}{12}$$

$$= 55.5 + 2.08 \text{ u.d.u}$$

$$= 57.8 \text{ 57.58}$$

$$\text{S.D} = \sqrt{\frac{N(\sum x^2) - (\sum x)^2}{N(N-1)}} \times 5 \times 5$$

$$\text{S.D.} = \sqrt{\frac{47 \times 149 - (11)^2}{47 \times 46}} \times 5 \times 5$$

$$\sqrt{3.2249} \times 5$$

$$= 7.5$$

(2) Govt. Basic Training Institution, Mahasamund.

Scores		f	x'	fx'	fx ²
81	85	0	6	0	0
76	80	1	5	5	25
71	75	0	4	0	0
66	70	1	3	3	9
61	65	10	2	20	40
56	60	9	1	9	9
51	55	14	0	0	0
46	50	11	-1	-11	11
41	45	3	-2	-6	12
36	40	0	-3	0	0
31	35	0	-4	0	0
26	30	0	-5	0	0
21	25	1	-6	-6	36
		N = 50		14	142

$$\text{Mean} = 53 + \frac{14 \times 5}{50}$$

$$= 53 + 1.4$$

$$= 54.4$$

(CONTD.)

$$\text{Median} = 50.5 + \frac{25 - 15}{14} \times 5$$

$$= 50.5 + 3.6$$

$$= 54.1$$

$$\text{S.D.} = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{N(N-1)}} \times 5$$

$$= \sqrt{\frac{50 \times 142 - (10)^2}{50 \times 49}} \times 5$$

$$= \sqrt{\frac{7100 - 196}{2450}} \times 5$$

$$= 8.5 - 8.55$$

(3) Govt. Basic Training Institution, Raipur.

Scores	f	x'	fx'	fx ²
81 - - - - 85	0	5	0	0
76 - - - - 80	0	4	0	0
71 - - - - 75	1	3	3	9
66 - - - - 70	6	2	12	24
61 - - - - 65	9	1	9	9
56 - - - - 60	12	0	0	0
51 - - - - 55	12	-1	-12	12
46 - - - - 50	3	-2	-6	12
41 - - - - 45	5	-3	-15	45
36 - - - - 40	2	-4	-8	32
31 - - - - 35	1	-5	-5	25
26 - - - - 30	0	-6	0	0
21 - - - - 25	0	-7	0	0
	<u>N=41 51</u>		<u>-22</u>	<u>168</u>
	$\pm \frac{10}{51}$			

$$\begin{aligned} \text{Mean} &= 58 + \frac{-22 \times 5}{51} = 58 + (-2.15) \\ &= 55.85 \quad \underline{58.85} \end{aligned}$$

(CONTD.)

$$\text{Median} = 55.5 + \frac{25.5 - 23}{12} \times 5$$

$$= 56.54$$

$$\text{S.D.} = \sqrt{\frac{51 \times 168 - (22)^2}{51 \times 50}} \times 5$$

$$= \sqrt{\frac{8568 - 484}{2550}} \times 5$$

$$= \sqrt{\frac{8084}{2550}} \times 5$$

$$= 0.5$$

(4) Govt. Basic Training Institution for Girls, Raipur.

Scores		f	x'	fx'	fx ²
81	- 85	0	5	0	0
76	- 80	0	4	0	0
71	- 75	2	3	6	18
66	- 70	7	2	14	28
61	- 65	8	1	8	8
56	- 60	8	0	0	0
51	- 55	9	-1	-9	9
46	- 50	6	-2	-12	24
41	- 45	2	-3	-6	18
36	- 40	2	-4	-8	32
31	- 35	1	-5	-5	25
26	- 30	0	-6	-0	0
21	- 25	0	-7	-0	0
		N=45		-12	162

$$\text{Mean} = 50 + \frac{-12 \times 5}{45}$$

$$= 56.67$$

(CONTD.)

$$\text{Median} = 55.5 + \frac{22.5 - 20}{6} \times 5$$

$$= 57.06$$

$$\text{S.D.} = \sqrt{\frac{45 \times 162 - (12)^2}{45 \times 44}} \times 5 \quad \text{D.C.}$$

$$= 9.5$$

.....

CUMULATIVE PERCENTAGE FREQUENCY

(1) Govt. Basic Training Institution, Saraipala

Scores	f	c.f.	c%.
81 ——— 85	0	0	0
76 ——— 80	0	0	0
71 ——— 75	4	47	100.
66 ——— 70	6	43	91.6 90.3
61 ——— 65	7	37	78.7 77.7
56 ——— 60	12	30	63.
51 ——— 55	11	18	36.8
46 ——— 50	3	7	14.7
41 ——— 45	2	4	8.4
36 ——— 40	1	2	4.2
31 ——— 35	1	1	2.1
26 ——— 30	0	0	0
21 ——— 25	0	0	0
	<u>0</u> N=17		

$$\text{Rate} = \frac{1}{N} = \frac{1}{47} = .021$$

(2) Govt. Basic Training Institution, Mahasamund.

Scores		f	c.f.	c%.
81	85	0	0	0
76	80	1	50	100
71	75	0	49	98
66	70	1	49	98
61	65	10	48	96
56	60	9	38	76
51	55	14	29	58
46	50	11	15	30 30
41	45	3	4	8
36	40	0	1	2
31	35	0	1	2
26	30	0	1	2
21	25	1	1	2
N=50				

$$\text{Rate} = \frac{1}{50} = .02$$

(3) Govt. Basic Training Institution, Raipur.

Scores		f	c.f	c% <i>f</i>
81	85			
71	75	1	51	100.
66	70	6	50	97.2
61	65	9	44	84.
56	60	12	35	66.5
51	55	12	23	43.7
46	50	3	11	20.9
41	45	5	8	15.7
36	40	2	3	5.7
31	35	1	1	3.8
26	30	0	0	0
21	25	0	0	0

N=51

$$\text{Rate} = \frac{1}{N} = \frac{1}{51} = .019$$

(4) Govt. Basic Training Institution for Girls, Raipur.

Scores		f	c.f	c% <i>f</i>
81	85			
76	80			
71	75	2	45	100.
66	70	7	43	95.6
61	65	8	36	79.2
56	60	8	28	61.6
51	55	9	20	44.
46	50	6	11	24.2
41	45	2	5	10.1
36	40	2	3	6.6
31	35	1	1	2.2
26	30	0	0	0
21	25	0	0	0
<hr/> N=45				

$$\text{Rate} = \frac{1}{45} = .022$$

Appendix-VCALCULATION OF WSPER-ENG BETWEEN
TWO UNCORRELATED MEANS
AND CRITICAL RATIO.

(A)

(1) Govt. B.T.T. Sarapalli - and (2) Govt. B.T.I.. ^{MAHASARUWAP} ~~Sarapalli~~Standard error.

$$\begin{aligned}
 D &= \sqrt{\frac{(D1)^2}{N} + \frac{(D2)^2}{N}} \\
 D &= \sqrt{\frac{(8.5)^2}{50} + \frac{(7.5)^2}{47}} \\
 &= \sqrt{\frac{3195.75}{2350}} \\
 &= \sqrt{\frac{248.33}{94}} \\
 &= \sqrt{2.642} \\
 &= 1.625
 \end{aligned}$$

$$C.R. = \frac{D}{D} = \frac{1}{1.625}$$

$$= .615$$

(B)

(1) Govt. B.T.I., Saraipali and Govt. B.T.I., Raipur

$$\begin{aligned}
 D &= \sqrt{\frac{(\bar{D}_1)^2}{N} + \frac{(\bar{D}_2)^2}{N}} \\
 &= \sqrt{\frac{(8)^2}{41} + \frac{(7.5)^2}{47}} \\
 &= \sqrt{\frac{3008 + 2306.25}{1927}} \\
 &= \sqrt{\frac{5314.25}{1927}} \\
 &= \sqrt{2.79} \\
 &= 1.67
 \end{aligned}$$

$$C.R. = \frac{D}{d} = \frac{1.5}{1.67}$$

$$= .9$$

(C)

(1) Govt. B.T.I., Boys Raipur v/s Govt. B.T.I., Girls Raipur

$$D = \sqrt{\frac{(\sum D1)^2}{N} + \frac{(\sum D2)^2}{N}}$$

$$= \sqrt{\frac{(8)^2}{41} + \frac{(9.5)^2}{45}}$$

$$= \sqrt{\frac{2880 + 370.25}{1845}}$$

$$= \sqrt{3.57}$$

$$= 1.89$$

$$C.R. = \frac{D}{D} = \frac{1.5}{1.89}$$

$$= .79$$

Appendix-VI

CALCULATION OF THE MEAN, MEDIAN AND
STANDARD DEVIATION OF THE
WHOLE POPULATION.

Scores	f	x'	fx'	fx' ²
70 - - - 80	1	5	5	25
71 - - - 75	7	4	28	112
66 - - - 70	20	3	60	180
61 - - - 65	34	2	68	136
56 - - - 60	41	1	41	41
51 - - - 55	46	0	0	0
46 - - - 50	23	-1	-23	23
41 - - - 45	12	-2	-24	-28 40
36 - - - 40	5	-3	-15	45
31 - - - 35	3	-4	-12	48
26 - - - 30	0	-5	-0	0
21 - - - 25	1	-6	-6	36
	<u>N=193</u>		<u>122</u>	<u>-674 694</u>

$$\text{Mean} = 53 + \frac{122 \times 5}{193}$$

$$= 53 + 3.16$$

$$= 56.16$$

(CONTD.)

$$\text{Median} = 65.5 + \frac{5 \times 6.5}{41.143}$$

$$= 65.5 + 0.77$$

$$= 66.27$$

$$\text{S.D.} = \sqrt{\frac{N(\sum fx^2) - (\sum fx)^2}{N(N-1)}}$$

$$= \sqrt{\frac{198 \times 694 - (122)^2}{198 \times 197}}$$

$$= \sqrt{\frac{57099}{19520}}$$

$$= \sqrt{2.925}$$

$$= 1.71$$

$$= 8.55 \times 0.95$$

Appendix - VIIScoring Scheme

=====			
Item Numbers	Yes	Often	NO
=====			
Item No.1	2	1	0
" 2	2	1	0
" 3	2	1	0
" 4	2	1	0
" 5	0	1	2
" 6	0	1	2
" 7	2	1	0
" 8	0	1	2
" 9	0	1	2
" 10	2	1	0
" 11	2	1	0
" 12	2	1	0
" 13	2	1	0
" 14	2	1	0
" 15	2	1	0
" 16	2	1	0
" 17	2	1	0
" 18	2	1	0
" 19	2	1	0
" 20	2	1	0
" 21	2	1	0

(Contd.)

Item No.22	2	1	0
" 23	0	1	2
" 24	2	1	0
" 25	2	1	0
" 26	0	1	2
" 27	2	1	0
" 28	2	1	0
" 29	2	1	0
" 30	0	1	2
" 31	2	1	0
" 32	0	1	2
" 33	0	1	2
" 34	0	1	2
" 35	2	1	0
" 36	0	1	2
" 37	0	1	2
" 38	0	1	2
" 39	0	1	2
" 40	0	1	2
" 41	0	1	2
" 42	0	1	2

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Appendix-VIII

Letter of thanks to the Principals

1. T.T.I., Alipur Delhi Administration.
4. B.T.I., Raipur District M.P.

From:

K.K. Khare,
Teacher Educator,
Department of Teacher Education,
33-Chhatra Marg,
Delhi-7.

10th March, 1967
Phalgun 19, 1988

Respected Sir/Madam,

I am very much grateful to you for the kind reception, and active co-operation that I received from you, your staff members and trainees while administering my questionnaire on 'study habits'.

With kind regards,

Yours sincerely,

(K.K. KHARE)